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ABSTRACT

A draft of the Seminole Community College (Florida) school-to-work curriculum developed by the department of English for Speakers of Other Languages (ESOL) is presented. The curriculum emphasizes use of computers and computer-assisted instruction for learning English and is designed to help students develop practical, employment-related skills and workplace vocabulary. The first section delineates the specific language and thinking skills, personal qualities, and workplace competencies targeted in the curriculum. Subsequent sections outline courses for ESOL instruction at four proficiency levels: basic, beginning, intermediate, advanced, and intensive. Several courses in English for special purposes (accent reduction, computer skills, and business English) are also outlined briefly. Each course outline includes school-to-work objectives and specific reading, cultural, writing, grammar, speaking, and listening skills to be taught. Presentation notes for a school-to-work curriculum teacher training workshop and a list of computer and language laboratory materials used in the curriculum are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 413 799

SEMINOLE COMMUNITY COLLEGE

ESOL

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

"Building School-to-Work into the Adult ESOL Curriculum"

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SPECIAL EXPERIMENTAL, DEMONSTRATION, AND TEACHER TRAINING PROJECTS
SECTION 353, ADULT EDUCATION ACT

FISCAL YEAR 1997

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FL 801204

SEMINOLE COMMUNITY COLLEGE
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

"A MULTIMEDIA MODEL FOR ADULT ESOL EDUCATORS"
and
"BUILDING SCHOOL-TO-WORK INTO THE ADULT ESOL CURRICULUM"

INTRODUCTION

Enclosed is a draft of the Seminole Community College ESOL Department's Multimedia School-to-Work Curriculum. This model was developed during the 1995-96 and 1996-97 school years with the aid of a State of Florida Section 353 Grant. The project goals include: 1) developing an effective curriculum that places second language acquisition as the focus of instruction incorporating computer skills; 2) adding a comprehensive multimedia school-to-work component to all areas and at all levels of the adult ESOL curriculum in order to give students communicative and practical employability skills and workplace vocabulary; 3) providing an increase in computer and workplace related skills to the target population (adult education ESOL); 4) providing a computer-assisted curriculum with a focus on practical skills to increase student satisfaction and improve student retention; 5) providing training for adult ESOL educators in computer-assisted and school-to-work instruction.

The curriculum checklist is organized according to four proficiency levels: Level I - Basic, Level II - Beginning, Level III - Intermediate, and Level IV - Advanced. Each level is subdivided into four skills: Reading/Culture, Writing, Grammar, and Speaking/Listening. The multimedia component (lab) has been incorporated into each level and skill area. The School-to-Work objectives are listed at the beginning of each level section, as these competencies are meant to be incorporated and reinforced in all skill areas (e.g., STW objective "Getting a Job" would be covered in reading classified ads, writing a letter of application, and interviewing).

The ESOL Department Curriculum Checklist should not be used as an assessment tool for individual students. It is meant to give instructors an overview of the program and a range of material so that they may better plan their courses of instruction. It should also be used to help administrators and staff determine which physical resources, such as books, software, and other materials, are necessary to cover all the skill areas.

Wendy J. Allison
ESOL Faculty & Curriculum/Multimedia Developer

SCANS FRAMEWORK

You can help your students develop the following necessary skills for future academic and employment success by identifying the relevant SCANS skills and competencies that will be practiced during a particular classroom activity, then documenting those skills in your lesson plans and making them explicit to the students.

SCANS FOUNDATION SKILLS

BASIC SKILLS:

___ READING - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
___ WRITING - communicates thoughts, ideas, information, and messages in writing; creates letters, manuals, reports, graphs, and flow charts
___ ARITHMETIC/MATHEMATICS - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
___ LISTENING - receives, attends to, interprets, and responds to verbal messages and other cues
___ SPEAKING - organizes ideas and communicates orally

THINKING SKILLS:

___ CREATIVE THINKING - generates new ideas
___ DECISION MAKING - specifies goals and constraints, generates alternatives, considers risks, best alternative
___ PROBLEM SOLVING - recognizes problems and devises and implements plan of action
___ SEEING THINGS IN THE MIND'S EYE - organizes and processes symbols, pictures, graphs, objects, and other information
___ KNOWING HOW TO LEARN - uses efficient learning techniques to acquire and apply new knowledge and skills
___ REASONING - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

PERSONAL QUALITIES:

___ RESPONSIBILITY - exerts high level of effort and perseveres toward goal attainment
___ SELF-ESTEEM - believes in own self-worth and maintains a positive view of self
___ SOCIABILITY - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
___ SELF-MANAGEMENT - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
___ INTEGRITY/HONESTY - chooses ethical courses of action

SCANS WORKPLACE COMPETENCIES

RESOURCE MANAGEMENT:

___ TIME - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
___ MONEY - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
___ MATERIALS and FACILITIES - acquires, stores, allocates, and uses materials or space efficiently
___ HUMAN RESOURCES - assesses skills and distributes work accordingly, evaluates performance, and provides feedback

INTERPERSONAL SKILLS:

___ TEAM WORK - contributes to group effort
___ TEACHING - teaches others new skills
___ SERVING CLIENTS/CUSTOMERS - works to satisfy customers' expectations
___ LEADERSHIP - communicates ideas to justify position, persuades and convinces others
___ NEGOTIATING - works toward agreements involving exchange of resources, resolves divergent interests
___ WORKING WITH DIVERSITY - works well with people from diverse backgrounds

INFORMATION MANAGEMENT:

___ ACQUIRES and EVALUATES INFORMATION (facts and data)
___ ORGANIZES and MAINTAINS INFORMATION
___ INTERPRETS and COMMUNICATES INFORMATION
___ USES COMPUTERS to PROCESS INFORMATION

SYSTEMS MANAGEMENT:

___ UNDERSTANDING SYSTEMS - knows how social, organizational, and technological systems work together
___ MONITORING and CORRECTING PERFORMANCE - distinguishes trends, predicts impacts on system operations
___ IMPROVING and DESIGNING SYSTEMS - suggests modifications to existing systems and develops new systems

TECHNOLOGY:

___ SELECTING TECHNOLOGY - chooses procedures, tools, or equipment including computers and related technologies
___ APPLYING TECHNOLOGY - understands overall intent and proper procedures for setup and operation
___ MAINTAINING and TROUBLE-SHOOTING - prevents, identifies, or solves problems with equipment and technology

LEVEL I INTENSIVE

School-to-Work Objectives for Level I:

Identify and use appropriate language for:
___getting a job
___new on the job
___communication with co-workers and supervisors
___job performance
___small talk

READING/CULTURE I

___pronounce new words orally
___identify the meanings of the new words
___demonstrate an understanding of the new words in a daily review
___be familiar with new words in order to understand them in context*
___create short sentences using new vocabulary words from reading
___rewrite sentences from reading materials to alter the meaning by changing the subject and vocabulary
___identify the main characters or people of a paragraph
demonstrate an understanding of the following:
- ___basic societal rules in American society
- ___U.S. geography
- ___U.S. government as it relates to society
- ___basics of American culture

LAB:
___successfully complete *Rosetta Stone* Unit 2 reading tutorial
___successfully complete *English Discoveries* Basic 1 assigned reading lessons

WRITING I

___write legibly
___write the alphabet in legible capital and lower case letters
___write words in alphabetical order
___write basic personal information
___write the following:
- ___year
- ___days of the week
- ___months
- ___colors*
- ___money

*Presented and/or reinforced in multimedia component

___numbers from one to one-hundred twenty-one
___capitalize the first letter of the first word of a sentence, pronoun "I", and the first letters in the names of persons*
___rewrite sentences to alter the meaning by changing subject and vocabulary
___write simple sentences using the new vocabulary

GRAMMAR I

Students will be able to identify and demonstrate an understanding of how to use the following:

- ___alphabet*
- ___numbers*
- ___days*
- ___months*
- ___colors*
- ___basic vocabulary*
- ___subject pronouns*
- ___verb "to be" - present tense*
  - ___statements
  - ___negatives
  - ___questions/short answers
- ___nouns*
  - ___singular & plural
  - ___count & non-count
  - ___articles
- ___verb "to have"
- ___regular verbs - present tense*
  - ___statements
  - ___negatives
  - ___questions/short answers
- ___adverbs of frequency
- ___verb "to be" - past tense*
  - ___statements
  - ___negatives
  - ___questions/short answers
  - ___contractions
- ___other verbs - past tense*
  - ___regular & some common irregular verbs
  - ___statements
  - ___negatives

*Presented and/or reinforced in multimedia component

___questions/short answers
___information questions - *what, when, where, who**
___present progressive tense*
___statements
___negatives
___questions/short answers
___future tense*
___statements
___negatives
___questions/short answers

SPEAKING/LISTENING I

___orally identify objects
___identify letters of the alphabet (capital and lower case)
___identify numbers and number words 1-100*
___identify days and months
___tell time
___identify and use money
pronounce vocabulary for:
___health
___body*
___clothes*
___shapes*
___doing things*
___our community*
___our environment
___sport situations
___education*
___shopping situations*
___food*
___city, state, country*
___work
___recognize and pronounce basic vocabulary and alphabet
___identify and distinguish between singular/plural and questions/statements*
___respond to basic questions and instructions
___recognize and use basic vocabulary, structures, and formulaic expressions*
___demonstrate basic social interaction skills

LAB:
___successfully complete *Rosetta Stone* Unit 1 listening dictation and tutorial
___successfully complete *English Discoveries* Basic 1 assigned listening/speaking lessons

*Presented and/or reinforced in multimedia component

LEVEL II INTENSIVE

School-to-Work Objectives for Level II:

Identify and use appropriate language for:
___company policies (punctuality)
___giving/following directions and instructions (demonstrating comprehension of multi-step directions)
___safety (signs and labels)
___interacting with co-workers (using first and last names, familiarity)
___interacting with supervisors (formal/informal forms of address)
___personalities and conflicts (getting along with co-workers)
___valued work behaviors/qualities (dependability, responsibility)
___job performance (quality of work, recognition of service)
___goal setting (short-term goals, evaluation of goal attainment)
___job training/continuing education (lifelong learning)

READING/CULTURE II

___demonstrate mastery of skills and concepts for Level I
___demonstrate literal comprehension skills by responding to oral or written questions about reading selections*
___find and state, in a simple way, the main idea of a paragraph and list supporting details of that main idea
___answer "wh" questions about sentences or paragraphs to demonstrate literal comprehension of the reading material
___guess the meaning of words from context*
___use correct pronunciation in oral reading*
___correctly locate U.S. states, capitals, and regions on maps*
___demonstrate an understanding of American customs, values, and holidays*
___identify and demonstrate a basic understanding of contributions of individual Americans to our society*
___understand basic principles of American government and the Constitution*

LAB:
___successfully complete *Rosetta Stone* Unit 4 reading tutorial
___successfully complete assigned lessons in *Word Attack 3* Beginning Adjectives, Nouns, Verbs 1-4

*Presented and/or reinforced in multimedia component

___successfully locate and extract selected information in *Grolier Multimedia Encyclopedia* related to U.S. geography, government, and culture

WRITING II

___demonstrate mastery of skills and concepts for Level I
Given instruction that includes examples, explanation, and exercises, students will:

compose grammatically correct sentences with correct word order, including:
___subject-verb-object modifier
___adverbials of place and time
___adverbials of frequency
___order of adjectives

compose simple sentences which are correctly punctuated and capitalized, including:
___terminal punctuation and the comma in dates and addresses, a series, and compound sentences
___capitalization will include proper nouns and adjectives
___compose letters in both personal and business styles, using appropriate form
___create simple paragraphs using the form of topic sentence, supporting statements, and concluding sentence, including:
___paragraphs in chronological order using simple transitions correctly
___paragraphs of description of people, places, things, processes, and events using basic modifiers correctly
___paragraphs that list reasons in the order of their importance

LAB:
___produce written work using *Microsoft Word 6.0* basic word processing skills* (type, format, edit text; open, save, print, exit)
___demonstrate keyboard familiarity and typing speed of at least 15 wpm

GRAMMAR II

___demonstrate mastery of skills and concepts for Level I
Verbs:
___use the simple present tense given a time phrase
___use the present progressive tense given a time phrase
___use the simple past tense of regular verbs given a time phrase
___use the simple past tense of irregular verbs given a time phrase
___form declarative, negative, and interrogative sentences and short answers for each sentence above
___ask *wh-* questions using any of the above tenses
___use *want, need, like, would like,* and *have* with an infinitive

*Presented and/or reinforced in multimedia component

Nouns and Pronouns:

___spell regular and irregular plural nouns
___identify count and non-count nouns and use *a/an/some* accordingly
___form possessive nouns
___identify and use subject, object, possessive, reflexive demonstrative pronouns, and possessive adjectives

Expletives:

___use *there* in declarative, negative, and interrogative sentences and short answers
___ask questions using *how many* and *there*

Modifiers:

___identify and use frequency adverbs with any verb including the verb *to be*
___use the superlative
___use adjectives and *most*

Prepositions:

___use prepositions of location *in, on, at, by* and *to*

Articles:

___use the definite article *the*
___use the indefinite articles *a* and *an*

LAB:

___successfully complete assigned lessons in *Tense Buster* Lower Intermediate

LISTENING/SPEAKING II

___demonstrate mastery of skills and concepts for Level I
___demonstrate the ability to listen to a sentence, comprehend its meaning, and choose the best response
___demonstrate the ability to listen for gist, specific information, and inference
___demonstrate the ability to recognize singular and plural sounds/forms
___demonstrate the ability to identify correct and incorrect pronunciation
___demonstrate the ability to listen for linguistic forms (reduced forms, contractions, etc.) in conversational statements
___identify the main idea in a narrative or discourse
___improve in the pronunciation of final "s" and final "d"
___demonstrate the ability to engage in "small talk" and discuss personal information (i.e., family, job, leisure activities, free time and various related areas)
___demonstrate an increased ability in comprehension
___demonstrate an improvement in level of vocabulary, pronunciation, and speed of discourse
___demonstrate knowledge of idioms and expressions
___distinguish between polite and casual speech

LAB:

___successfully complete *Rosetta Stone* Unit 3 listening dictation and tutorial
___successfully complete assigned lessons in *English Discoveries* Basic 2 & 3

*Presented and/or reinforced in multimedia component

LEVEL III INTENSIVE

School-to-Work Objectives for Level III:

Identify and use appropriate language for:
___company policies (absenteeism)
___giving/following directions and instructions (demonstrating comprehension of multi-step directions)
___safety (company policies/injuries)
___interacting with co-workers (socializing outside of work)
___interacting with supervisors (personal vs. work-related topics of conversation)
___personalities and conflicts (getting along with supervisors)
___valued work behaviors (teamwork, trustworthiness)
___job performance (speed and accuracy)
___goal setting (short-term goals, evaluation of goal attainment)
___job training/continuing education (lifelong learning; accepting need for training)

READING/CULTURE III

___demonstrate mastery of skills and concepts for Levels I & II
___demonstrate the ability to skim a reading passage for main idea
___demonstrate the ability to scan a reading passage for specific information
___demonstrate comprehension by responding correctly to literal questions over reading selection
___recognize meaning from context clues and applying this vocabulary to new situations*
___identify and state the main idea of a reading section
___improve pronunciation skills by reading class materials aloud with correct pronunciation*
___identify parts of speech in reading selections*
___demonstrate the ability to paraphrase passages through the use of synonyms and restatement
___demonstrate the ability to follow directions from written instructions*
___identify the author's purpose in a reading selection
___make inferences, draw conclusions, or predict outcomes in a reading selection*
___demonstrate an understanding of the concept of culture shock and the means of dealing with it*
___demonstrate an understanding of how the regions of the U.S. vary in culture
___demonstrate an understanding of the American family, American individualism, and the dynamics of relationships in the U.S.*

*Presented and/or reinforced in multimedia component

___demonstrate an understanding of the American work ethic and what American employers expect of employees*
___demonstrate an understanding of the way Americans spend holidays and leisure time*
___demonstrate an understanding of the dynamics of American politics
___demonstrate an understanding of education in the U.S. and how it may differ from systems in their own countries*

LAB:

___successfully complete *Rosetta Stone* Unit 6 reading tutorial
___successfully complete assigned lessons in *Word Attack 3* Beginning Adjectives, Nouns, Verbs 5-8
___successfully locate and extract selected information in *Grolier Multimedia Encyclopedia* related to U.S. geography, government, and culture

WRITING III

___demonstrate mastery of skills and concepts for Levels I & II
demonstrate the ability to write:
___simple, compound, and complex sentences*
___summaries
___paragraphs (topic sentence, detailed supporting sentences, concluding sentence)
demonstrate the ability to recognize these sentence errors:
___run-ons*
___comma splices*
___faulty parellelism*
___demonstrate an understanding of essay organization (introduction, thesis statement, supporting paragraphs, and conclusion)

LAB:

___produce written work using *Microsoft Word 6.0* intermediate word processing skills (text manipulation using cut, copy, paste; special character formatting, e.g., bold, underline, italics; page formatting, e.g., alignment, line spacing, margins, tabs; spell checking)
___demonstrate typing speed of at least 25 wpm

GRAMMAR III

___demonstrate mastery of skills and concepts for Levels I & II
___write declarative, interrogative, imperative, and exclamatory sentences*
___write simple, compound, and complex sentences*

*Presented and/or reinforced in multimedia component

demonstrate skills using:

___nouns (singular, plural, possessive forms)*
___verbs (simple present and past tenses, present perfect tense, modal auxiliaries)*
___pronouns (subject, object, possessive, reflexive, and indefinite)*
___modifiers (adjectives, adverbs, comparison)*
___prepositions (time, place, position)*

LAB:

___successfully complete assigned lessons in *Perfect Copy* Series 1

SPEAKING/LISTENING III

___demonstrate mastery of skills and concepts for Levels I & II
___recognize and correctly pronounce and write dictated words and sentences*
___apply consonant sounds/rules of pronunciation appropriately to new words*
___improve pronunciation of all new vocabulary as measured by oral exercises/tests
___apply rules to past tense regular verb pronunciations (id, t, d)*
___pronounce plurals, third person verbs, possessives, and contractions accurately
___distinguish between contrasting consonant sounds in both speaking and listening*
___demonstrate the ability to listen for linguistic forms in statements which require a response*
___demonstrate the ability to listen for gist, specific information, and inference*
___demonstrate the ability to listen to a sentence, comprehend its meaning, and choose the best response*
___demonstrate an increased fluency through paraphrasing*
___demonstrate an understanding of advanced life skills, such as polite debating, budgeting, and handling emergencies*
___increase overall vocabulary*
___improve presentation skills*

LAB:

___successfully complete *Rosetta Stone* Unit 5 listening dictation and tutorial
___successfully complete assigned lessons in *ELLIS Senior Mastery*

*Presented and/or reinforced in multimedia component

LEVEL IV INTENSIVE

School-to-Work Objectives for Level IV:

Identify and use appropriate language for:

___company policies (benefits)
___giving and following directions (demonstrating comprehension of multi-step directions)
___safety (occupational safety and health administration)
___interacting with co-workers (lunch/break habits, talking about money)
___interacting with supervisors (reporting problems, initiating contact)
___personalities and conflicts (unions)
___valued work behaviors (self-discipline, initiative)
___job performance (quality control, performance evaluation)
___goal setting (long and short-term goals, evaluation of goal attainment)
___job training/continuing education (lifelong learning, GED, community college courses)

READING/CULTURE IV

___demonstrate mastery of skills and concepts for Levels I, II, and III

demonstrate the ability the utilize previewing strategies:

___skimming for familiarization with prior knowledge
___skimming for gathering ideas of proposed reading*
___asking questions to be answered by reading material
___scanning for specific information*

demonstrate the ability to determine meaning from context clues by:

___recognizing stems, affixes, and compound words*
___recognizing figurative language and euphemisms*
___recognizing paraphrase*
___recognizing use of connectors and signal words*
___recognizing pronoun reference*

demonstrate the ability to:

___distinguish the main idea from supporting ideas*
___distinguish explicit from implicit main ideas
___follow directions from written instructions*
___outline a multiple paragraph passage
___distinguish between fact and opinion*
___make inferences and draw conclusions*
___distinguish relevant from irrelevant information*
___predict outcomes

*Presented and/or reinforced in multimedia component

demonstrate an understanding of:

___U.S. geography*
___political structures and processes in the U.S.*
___similar and contrasting elements of U.S. vs. foreign cultures as represented by the student body*
___tolerance of differing opinions regarding elements of culture*

LAB:

___successfully complete *Rosetta Stone* Unit 8 reading tutorial
___successfully complete assigned lessons in *Word Attack 3* Intermediate Adjectives, Nouns, Verbs 1-4
___locate, interpret, and report selected information in *Grolier Multimedia Encyclopedia* relating to U.S. culture, geography, government, and politics

WRITING IV

___demonstrate mastery of skills and concepts for Levels I, II, and III

write grammatically correct sentences demonstrating:

___effective use of coordinating, correlative, and subordinating conjunctions*
___appropriate use of simple, compound, and complex sentences*
___incorporation of transitional devices as needed*
___correct use of capitalization and punctuation*

demonstrate an understanding of the writing process, including:

___generating ideas
___organizing ideas
___composing a rough draft
___revising and editing*
___writing a final draft
___proofreading*

LAB:

___produce written work using *Microsoft Word 6.0* advanced word processing skills (fonts, boxes, graphics, headers & footers, page numbering, thesaurus)
___demonstrate typing speed of at least 30 wpm

GRAMMAR IV

___demonstrate mastery of skills and concepts for Levels I, II, and III

demonstrate the ability to:

___choose the correct perfect tense form in sentences with specific time situations*
___choose correctly formed modal verb phrases in sentences with specified time and meaning*

*Presented and/or reinforced in multimedia component

___choose the correct conditional form in sentences with specific time and meaning*
___choose correctly formed passive voice verbs in sentences*
___choose singular or plural verbs to agree with the given subject in sentences*
___choose correct pronouns of correct case and number in sentences*
___choose the correct participial adjective to modify nouns in sentences*
___choose the correct verbal noun to act as direct object in V + V construction*
___choose coordinate conjunctions for the correct relationship of ideas in sentences*
___choose subordinate conjunctions for the correct relationship of ideas in sentences*

LAB:

___successfully complete assigned lessons in *Perfect Copy* Series 2 & 3

SPEAKING/LISTENING IV

___demonstrate mastery of skills and concepts for Levels I, II, and III
___demonstrate the ability to listen for gist, specific information, and inferences*
___demonstrate communicative competence skills in aural comprehension of short exchanges and conversations*
___recognize contrasting vowel/dipthong sounds at the beginning, medial, and final positions*
___listen to a sentence, comprehend its meaning, and choose the best response or conclusion*
___demonstrate the appropriate use of "ed" ending sounds of regular past tense verbs
___demonstrate the ability to converse with extended discourse
___demonstrate an understanding of native pitch, rhythm, fluency, and pronunciation, including correct vowel/dipthong pronunciations*
___implement grammatical structures associated with a specified set of linguistic functions*
___demonstrate mastery of practical communication functions in a specified set of situations*
___implement vocabulary and expressions associated with a specified set of situations*

LAB:

___successfully complete *Rosetta Stone* Unit 7 listening dictation and tutorial
___successfully complete assigned lessons in *ELLIS Senior Mastery*

*Presented and/or reinforced in multimedia component

ENGLISH FOR SPECIFIC PURPOSES

COURSE OUTLINE: ESP ACCENT REDUCTION LEVEL I

1. Pronunciation of vowels and consonants
2. Distinguish between short and long vowel sounds
3. Giving directions and instructions
4. Telephone conversations
5. Situation dialogs
6. Spatial Expressions
7. Intonation and stress
8. Dictation
9. Self-monitoring from taping themselves
10. Quizzes and exams

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

___communicate in a more effective manner
___distinguish between sounds that are very similar: i.e., sh, ch.
___be able to make short presentations to classmates
___be able to use more idiomatic expressions correctly
___have built a larger vocabulary
___to comprehend various types of American accents

COURSE OUTLINE: ESP ACCENT REDUCTION LEVEL II

1. Distinguish between short and long vowels
2. Giving extensive directions and instructions
3. Pronunciation of vowels and consonants
4. Telephone conversations
5. Situational expressions
6. Dictation
7. Self-monitoring from taping themselves
8. Quizzes and exams

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

___communicate in a more effective manner
___develop more self-confidence when speaking
___distinguish between sounds that are very similar: i.e., ch, sh, plurals
___be able to use more idiomatic expressions correctly

*Presented and/or reinforced in multimedia component

___have an increased vocabulary
___easily make small presentations to classmates
___comprehend various types of American accents: northern, southern, eastern, etc.
___utilize the proper intonation and stress

COURSE OUTLINE: ESP COMPUTER SKILLS I and II

1. Overview of computers
2. Basic vocabulary used with computers
3. Overview of Windows 3.1
4. Basic Windows Operations
5. File management using Windows
6. Word 6.0 Basics
7. Excel 5.0 Basics
8. PowerPoint 4.0 Basics
9. Access 2.0 Basics

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

___Identify and understand the function of each component in the computer
___Work with the mouse (point and click)
___Execute commands in Windows 3.1
___Organize files using file manager
___Work with file dialog boxes
___Use the Shortcut Bar in Microsoft Office applications
___Create documents in Word
___Create a spreadsheet in Excel
___Create a database in Access
___Create a presentation and use the slide show feature in PowerPoint

COURSE OUTLINE: ESP BUSINESS ENGLISH I

Reading: reading for information, reading business letters
Understanding: role-play interviews and telephone conversations
Writing: writing about skills for occupations, filling out an employment occupation
Speaking: understanding role-plays in a small groups, leaving a telephone message
Listening: listen for correct responses in role-plays and interviews; dictation

*Presented and/or reinforced in multimedia component

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to demonstrate basic English skills for business by:

___Reading and discussing occupations
___Reading and answering help wanted signs and want ads
___Filling out an application for employment
___Writing business letters and memos
___Making business telephone calls
___Role-playing interviews

COURSE OUTLINE: ESP BUSINESS ENGLISH II

Reading: reading and revising business letters, reading want ads for information, reading resumes for hiring purposes
Writing: write a job description using vocabulary, writing business letters
Speaking: Understanding of spoken words through role-playing and interviews
Listening: listen for answers from interviews, dictation, and role-plays

MEASURABLE COURSE OBJECTIVES

Upon successful completion of the course, students will be able to demonstrate English skills for business by:

___Writing business letters
___Writing a job description
___Role-playing business meetings
___Giving a presentation
___Role-playing interviews
___Reading an applicant's application and resume

*Presented and/or reinforced in multimedia component